

CATCOTT PRIMARY



Catcott News - February 2025- website version

Headteachers welcome



Dear Families,

As we approach the end of another busy and successful term, I would like to take this opportunity to reflect on all that we have accomplished together as a school community. It has been a term filled with hard work and growth. Our children have continued to impress with their dedication, enthusiasm, and resilience, both in and out of the classroom. Whether it was in academic achievements, extracurricular activities, or moments of personal development, I am incredibly proud of each and every one of them.

I would also like to express my gratitude to the staff, whose unwavering commitment ensures that our school remains a place where all students can thrive. Thank you to all our families for your continued support and partnership in helping our children reach their full potential.

As we head into the break, I encourage everyone to take the time to rest, recharge, and reflect on the progress we've made. I look forward to welcoming you all back in Spring term 2, ready for more exciting opportunities and challenges ahead.

Wishing you all a restful holiday and a happy, healthy start to the next term!

Mrs Constanza

Reception



This half term we have been thinking about bears! We started by looking at the book 'we're going on a bear hunt'. We had lots of fun creating a sensory trail of all the different areas in the book that we then walked through barefoot as we retold the story. To finish this topic, inspired by our Friday welly walks, we wrote our own version of the story - 'We're going on a Catcott Bear Hunt.' We then used our book to go on our own hunt around the village, at the end, we managed to find a bear that looked remarkably like Mrs Kennedy!

Mrs Thomas and Mrs Kennedy



We then moved on to looking at Goldilocks and the Three Bears. We have had great fun retelling the story using a walk along story map. We have even made our own porridge and gone for a walk whilst it cooled. We hope no-one eats ours while we are gone!!!



Year One and Two

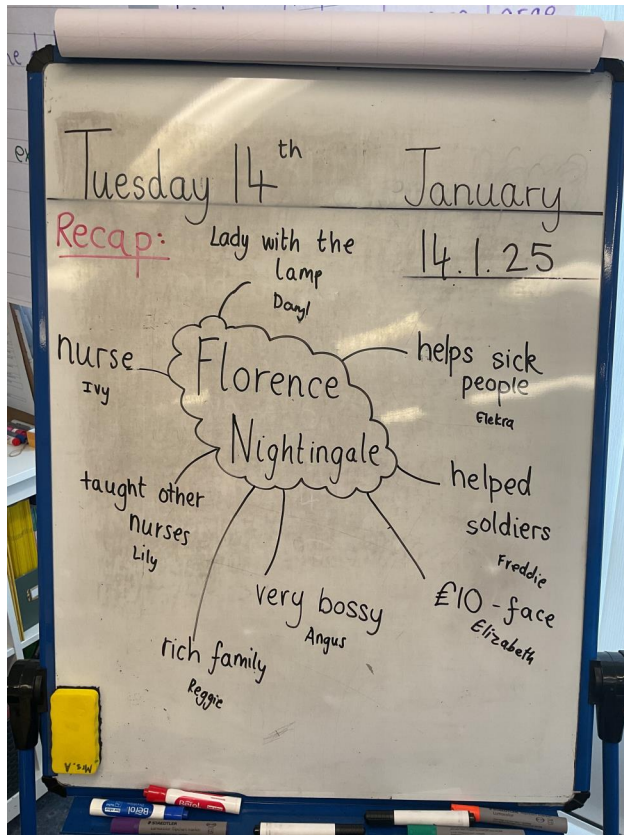


Year 1 and 2 have had a busy and fun- filled half term, squeezing in lots of exciting topics.

In Literacy, our focus has been *The Journey Home*, where we have been developing persuasive writing skills to help raise awareness about protecting endangered animals. In Art, we have been honing our observational drawing skills by sketching everyday objects and using these techniques to create our own monoprints.

Mrs Ashburne

In History, we have been discovering the remarkable lives and contributions of Florence Nightingale and Mary Seacole.



-10 or more ✓

④ exchange

⑤ count 1's

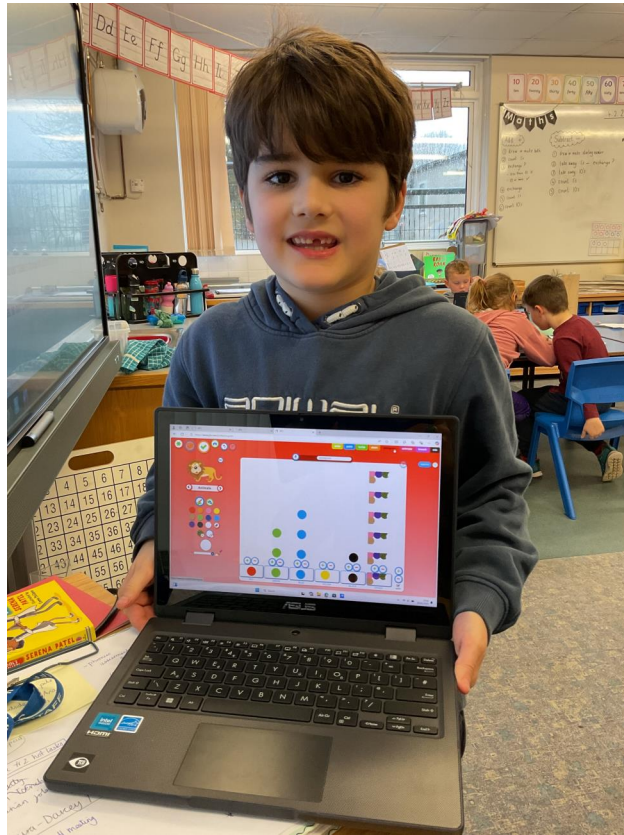
⑥ count 10's

④ count 1's

⑤ count 10's

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In Computing, we have learned how to collect and interpret data using pictograms, gathering information based on attributes such as hair colour, eye colour, and favourite subjects.



In Science, we have been exploring Humans and Animals, investigating what different animals eat and how they are classified into groups.



Year Three



Swimming

This half term, the children have continued to be swimming superstars, growing in confidence whilst learning new skills. Every single child really challenges themselves and display the most amazing attitudes, so not only are they having fun learning new strokes and techniques, but they all understand how to stay safe in and around the water.

Maths

Our focus this half term has been on learning our times table facts in order to solve multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times tables! By using drawings as well as mental calculations the children have been working at solving 2digit x 1digit questions, as well as 2 digit \div 1 digit. Amazing!

Computing

This half term, we have been using Scratch to learn how to build a series of commands to programme a character (called a Sprite) to perform a range of actions. The children have also learnt how to change different design features such as the background, the costume the character wears or sounds it produces.

Mrs Brogden & Mrs Flint

Science

In Science this half-term, we have been learning all about forces and magnets. We've investigated how objects move on different surfaces with a car ramp experiment, we've explored magnetic and non-magnetic materials through game design and the children have started independently planning their own investigations, as well as drawing their own results tables.



Geography

This half-term, we have been studying China in geography. We've been using maps, atlases and globes to help us discover where in the world China is. We've learnt about a great explorer called Isabella Bird Bishop and her journey up the Yangtze River and we have explored the importance of the river both now and during Isabella's time.

Year Four



Writing 📝

This term, we became journalists, reporting on the dramatic journey of Ernest Shackleton and his crew. We focused on writing in a formal newspaper style, using powerful headlines, quotes, and exciting details to bring the adventure to life!

Maths ➗ ✖

We built our confidence with multiplication and division, working with 2- and 3-digit numbers divided by 1-digit numbers. We used different strategies, including partitioning and short division, to solve problems and explain our reasoning.

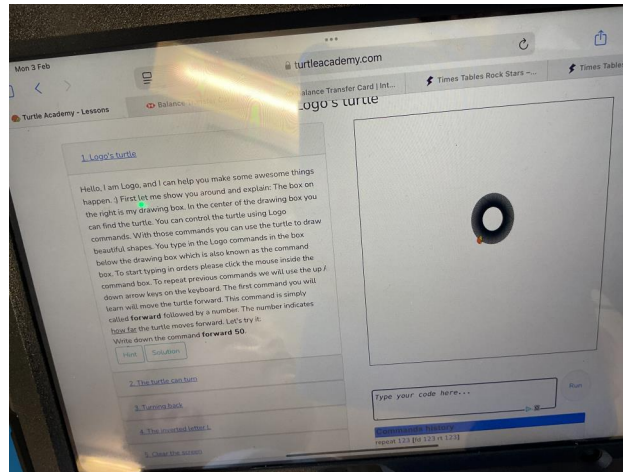
History 🏰

Our historians travelled back in time to the Anglo-Saxon era! We explored what life was like for these early settlers, learning about their homes, traditions, and the impact they had on modern Britain.

Mrs Cook

Computing

This term, we stepped into the world of coding using Turtle Academy! We learned how to write simple commands to control a turtle, creating shapes and patterns through code. It was exciting to see our instructions come to life on the screen.



Science

In Science, we investigated states of matter, focusing on solids, liquids, and gases. Through hands-on experiments, we observed melting and evaporation in action, discussing how temperature affects the changes we see. We made careful predictions and recorded our findings like real scientists!



Year Five and Six



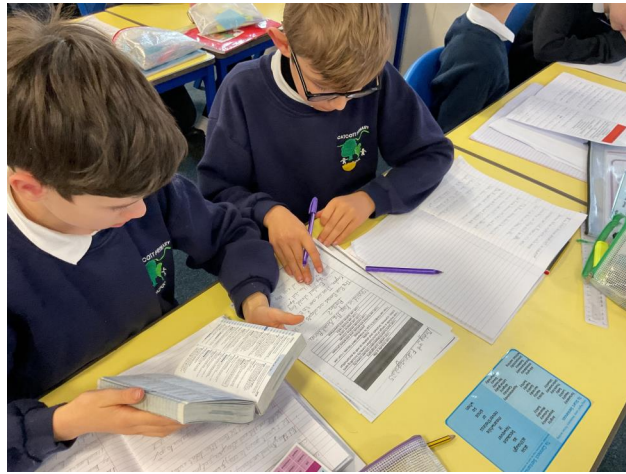
This term has been a very busy term in year 5 and 6. We have been developing our writing through the text- Children of the Benin Kingdom. The children have created some fantastic pieces of writing discussing whether they think the Benin Bronzes should be returned or not. We have had a strong focus on punctuation and spellings and the children have developed their editing skills with these areas in mind.

In our maths we have been working on various areas of multiplication and division, including long division and orders of operations. As well as our usual maths the lesson, the year 6 children have been recapping various maths skills in preparation for Sats. They have enjoyed working through these session and have cemented their knowledge.

In computing the children have really enjoyed working with the crumble controllers and have been working on their understanding of friendship in PSHE.

The children have worked brilliantly this term and have worked well in groups and as individuals. We hope you have a lovely break and come back ready and raring to go after half term!

The Year 6 Team- Mrs Berkley, Mr Sutton, Mrs Mynott and Mrs Darby.



In history the children have been focusing on the Benin Kingdom. It has proven to be an interesting topic and the children have developed their understanding of the historical skills they are using- they are now string to identify these skills and insert the symbols allocated for each skill next to their work.

In science the children have been working on materials. We have had some fantastic experiments and have separated solutions, evaporated water and observed the materials left over, understood reversible and irreversible changes and chosen materials for thermal insulators!

Achievements

Piano Success

Emily Stanley in Year 4 has passed her Grade 1 piano exam with a Merit. This is a fabulous result and the examiner commented on how hard she has worked to develop a wide range of skills. She has enjoyed learning the main theme to Star Wars and the Beatles song, 'Let it Be' and is now looking forward to working on her Grade 2.

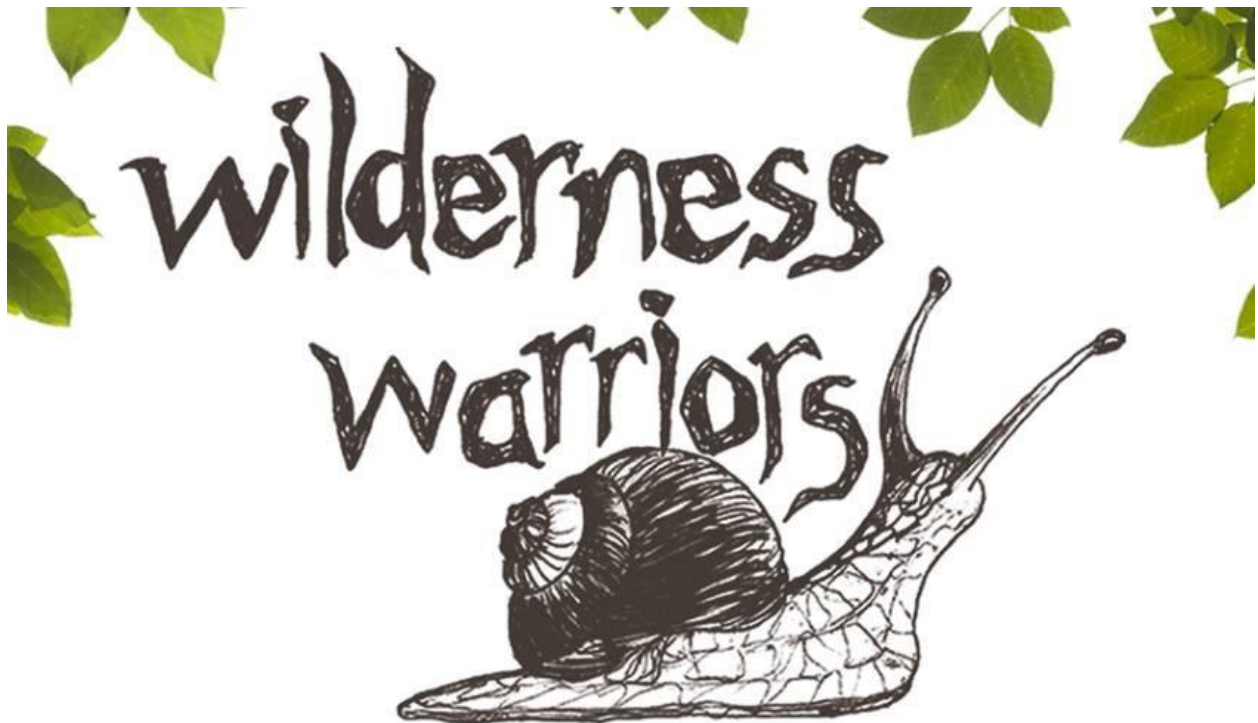


School Council

The school council have been busy coming up with ideas for forthcoming events, the first being plans for a Break the Rules day in aid of Red Nose Day on 21st March. Further information to follow!

Mrs Kennedy

Wilderness Warriors



Reception

The focus for our Reception children in Wilderness Warriors was recreated the Gruffalo story. They explored the field and met the different characters in their hiding places. they made a large scale Gruffalo picture using items they found around the site. They finished up with some yummy marshmallows and a firepit!



Year 1&2

The session was all about looking for signs of animals in our surroundings. They played games, including making animal impressions such as foxes and deer. They finished off the session looking for signs of animal life, including footprints, tracks and nests.



Year 3

Our Forest School session was all about birds! We began with a hunt around the school field searching for different types of birds that had been hidden away. Once we found them all, we learnt lots about them, such as their songs and behaviours. We then went bird watching on the school field and built our own bird hide!



Year 4

A highlight of the term was our incredible morning at Forest School! We embraced the outdoors, climbing trees, exploring nature, and even dissecting owl pellets to discover what these fascinating birds eat. The concentration and enthusiasm were amazing—well done, Year 4!



Year 5

Year 5 spent their forest school session making cars as a team. They used different tools including a bow saw, a bradawl and a drill and thought about the mechanisms they would need for their cars to move. They had to make them so they would move and could be raced. The children created a track for the cars to race along. They had to work as a team to ensure they assembled their cars correctly.

Chloe- "I think it's been fun. I liked working with my group. We had to build a car out of wood and make a track for it."

Tyler- "I had a turn making a car using a bradawl put hooks in. we used a bow saw ad a drill. I enjoyed using the saw the most!"

Kourtney- "I've enjoyed building cars today! We had to use a drill and a saw to cut the wood and assemble the cars together."

Henry T- "We used a bow saw to cut the wheels, then we used a tool called a bradawl to mark where we were going to put hooks in and we used masking tape to strengthen the sticks. We had to use a drill to make holes in the centre of the wheels to attach them."

Charlie- "We used wood, sticks and tape to make cars. We had to saw a log to make wheels. We had to put in metal hooks to put the sticks through, so we could attach the wheels."





Year 6

Today in forest school the children have taken part in a survival session. They had to think about how they would survive if they were stranded. They have built dens, made water filters, foraged for food and made water clear. They also located themselves on a map and drew maps to help them find their ways back to school! They used compasses to establish their directions! They really enjoyed working as a team!

Jack- "I used sand, charcoal and cotton to make water clear."

Elijah- "The materials filtered out all the mud and dirt from the water to make clear water- this will help us survive!"

Lacey- Jade- "I enjoyed making a water system".

Imogen – “If I was stranded, I would make nettle soup because there should be nettles, I can find!

Travis- “I enjoyed working as a team- I think I would survive with my team!”

Yvonne – “I liked using a map and the compass helped me find where I was located”.

Layla- “I used the map to find footpaths.”



Upcoming School Events



We are pleased to say that Scholastic will once again be delivering a wide range of books for our children to enjoy and purchase.

The books purchased by you enables the children to benefit from this event, as we earn reward points which allows us to purchase high quality literature to enhance our school library and our class reading areas.

We are inviting you and your children to come and browse and purchase books during the times below:

Wednesday 26th February 15:30 to 16:15

Thursday 27th February 15:30 to 16:15

Friday 28th March **15.30 to 16:15**

Monday 3rd March **15:30 to 16:15**

Children will have an opportunity to view the books during the school day. If you are unable to attend the book fair (e.g. Bus children) and would like your child to make a wish list with their class teacher, please let us know. You will then be able to order these books online. If you are purchasing books at the book fair, payments can be made via a card machine, or online with a QR code.

Children will be coming home with a £1 book token. This token can be used at our book fair, you will receive £1 off any book if you bring your token with you

You will need to come to the school office to access the book fair.

For more information on Scholastic please visit their website:

http://shop.scholastic.co.uk/?parent_mode=t

At The National College, our [WakeUpWednesday](#) guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes.

What Parents & Educators Need to Know about SCAMS AND FAKE NEWS

"Fake news" refers to falsified or misleading material presented as a legitimate account of events. It's often used by malicious actors online to push an agenda, or even by criminals as a way of making scams more persuasive. Scammers can trick us into handing over personal information, security details and even our hard-earned cash.
For further guides, links and tips, please visit [thenationalcollege.com](#).

WHAT ARE THE RISKS?

"CLICKBAIT" PHISHING SCAMS

A message arrives saying "have you seen this video of yourself" or "you might be interested" - attention-grabbing headlines about a celebrity that's been "throttled" on social media. This kind of bait is produced by scammers to trick us to click on an unsafe link, where malware could be downloaded to our device. These reports tap on our curiosity and our "need-to-know" instinct.

SALES, DEALS & DISCOUNTS

Some scams appear as adverts, offering a chance to buy something - such as designer products, expensive gadgets or tickets to a concert. These are fake news or adverts, such as ones that include a little link or download, urging us to hurry so we don't miss out on the deal. This advert encourages us to input personal details or payment information before pausing to check it's legitimate.

YOU'RE A WINNER!

This kind of scam involves false promises, opportunities or rewards. It could be a message saying we've won a prize draw or competition. Or it could be a gift, free trial, bonus credit, and so on. It might claim that a postage or reward is waiting. All these techniques are used to persuade us to share our personal information, thinking that there's something to be gained by doing so.

HAPPENS NOW

FALSE FRIENDSHIPS

Scammers often pretend to be someone they're not to gain their victims' trust. They might attempt to convince any children they connect with that they're a child of similar age with shared interests. Warning signs include a high volume of messages (often with an intense tone), secrecy, inappropriate levels of intimacy, and logging, unexplained photo uploads, videos or postcards.

PANIC MODE

To trigger a sense of panic, scammers may claim that a child's account has been hacked, or a link has been inserted on their device, or a number of other scary scenarios. They may claim to be able to help the parent resolve a problem - if the child hasn't ever contacted the device or sensitive information. Scammers receive information about a child or device, claiming that they're in trouble and need help.

FAKE CELEBRITY ENDORSEMENTS

Impersonating influential people online is a common tactic for scammers, who can use technology to create fake photos, videos and even videos that look authentic. These can be used to convince us, for example, to buy products, sign up for so-called "business opportunities" or invest in cryptocurrency schemes - all of which are fake or otherwise misleading. Many scams also involve the impersonation of people, computer-generated images, or even the use of real photos, videos, or social media accounts, as well as those of individuals.

SIGHTING NEWS

Advice for Parents & Educators

STAY INFORMED

Stay up to date with the latest information and best practice on cyber-security. See what scam stories are reported in the news and make use of alert boxes we send (keep up with young people's digital lives) to let you know what they're doing online and use properly informed resources to learn what the current risks and signs point to these "young" users.

TALK TOGETHER

Chat often and openly with young people about fake news, online scams and how they both work. Encourage them to talk to you about anything they're unsure of or worried about online. If a child does not have been scammed, don't panic before blaming the victim - you may waste young people from asking you for help. Remember: adults are scammed too so often. Find more

ENCOURAGE HEALTHY SCEPTICISM

Most scams rely on emotional or psychological manipulation, tapping into our human instincts - whether that's to keep ourselves safe, help others, find answers, make friends, avoid losing out or to secure something we really want. Encourage children to challenge that pressure to do what is always correct with an adult - especially if what is an offer sounds too good to be true.

BE PROACTIVE

Children increasingly use digital devices for education, socialising, shopping and play. Don't wait for a problem to arise before you discuss the use of devices, false information and fake news. Highlight what to look out for and encourage your child to set circumstances that they might be asked to do about. Finally, ensure that they're aware of the support services that are available to them (such as Childline).

Meet Our Expert

Dr Holly Power-Jones is the founder of Online Media Law UK and a leading expert in digital safety, media law and young people. Her PhD investigates children's consent to photography in the online. She works with schools, businesses, and universities to provide award-winning education on the criminal, legal and ethical consequences for the digital age. Visit [OnlineMediaLaw.co.uk](#) for more.

Source: [NSIC reference list on \[getonlinemedia.com/guides/fake-news-and-scams\]\(#\)](#)

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What Parents & Educators Need to Know about HEALTH & FITNESS APPS

WHAT ARE THE RISKS?

Physical wellbeing apps are useful tools for monitoring and improving our health. They allow us to balance nutrition, set goals, track our activities and sleep patterns, and motivate us to exercise. Nonetheless, there have been some reported drawbacks; this guide outlines some of these concerns and explains how to use fitness apps safely.

LACK OF PERSONALISATION

Fitness apps take a one-size-fits-all approach, failing to account for the varying ages and abilities of children. It's good to know that everyone will have different physical needs to a child of 10, but one cannot overstate the importance of age-appropriate exercises which may be too advanced for younger children or too simple for older ones.

NOT DEVELOPED BY EXPERTS

Some fitness and wellbeing apps are developed by experts in the field – but a concerning number of them aren't. As such, these platforms may contain inaccurate information. They may present safety concerns by giving incorrect advice regarding physical activities or suggest inappropriate diet plans which could affect safety and/or mental health from poor diet.

REDUCED INTERACTION WITH OTHERS

Physical wellbeing apps can remove the social and interactive elements which physical activities can offer – for instance, meeting people at fitness classes, or the camaraderie of other such activities. Researcher's have found that fitness apps, suggesting that they could reduce social interaction, which may affect mental health in the company of friends or other user-related interactions.

DATA AND PRIVACY CONCERNS

Fitness and wellbeing apps tend to collect a lot of personal information from their users, including names, locations, date of birth, details of their physical health and more. It's worth knowing that some of these apps may use this data to third parties. We'd advise that any users should read the terms and conditions of the terms of use to protect their safety and privacy while using the service.

ADDITIONAL COSTS

While many fitness apps are free to download, the initial content is quite basic. Users will only receive more helpful content (such as meal plans, workout routines and/or personalised plans) by signing up to a subscription or paying for extra features. This can be quite costly if spent money on the service – a cost which can quickly mount up.

DEPENDENCY ON THE APP

While physical wellbeing apps can help motivate young users to improve their fitness, there's a possibility that – without being seen to be used – mental health and wellbeing could start to be affected. Research has found that users could start to lose their natural drive to be active, leading to mental health issues. Obsession with tracking their activity, health and eating habits, this can have negative effects on their mental and emotional wellbeing.

Advice for Parents & Educators

EXERCISE AND SOCIALISE

Highlight the importance of children enjoying fitness activities with family and friends rather than always exercising alone. Encourage them to play outdoors by exercising with other children that enjoy using an app to monitor their progress. Remind them of the importance of staying active, as well as the benefits of going to work together.

PROMOTE POSITIVE BODY IMAGE

While we want children to be active and healthy, we must also ensure they don't become fixated on how they look and begin to do things too far. During childhood and adolescence, the body is still growing and changing. It's vitally important for young people's wellbeing that we promote a positive body image and healthy relationship with food, empowering them to make informed decisions about their diet and lifestyle.

REVIEW THE APP FIRST

Before allowing someone under 18 to install a fitness and wellbeing app, check its age rating, read the review and avoid through its data policy to ensure its suitability for younger users. The usual rule is if it's rated 12, it's appropriate for the child's age and parents should decide if it's suitable with their child. Ensure that any other concerning features – such as location tracking – are disabled.

USE PARENTAL CONTROLS

As with all apps, it's important for parents to familiarise themselves with any controls on the app and to use these on a child's account. The specific settings vary between platforms but – most commonly – these will relate to screen-time limits, disabling or capping in-app purchases, and managing social aspects or features which aren't age-appropriate. By utilising these controls, you can help to ensure a child is getting a safe experience.

Meet Our Expert

Dr Claire Southwell is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various guidance papers and carried out research for the Australian Government's eSafety Commission, and is a frequent speaker at conferences and events across the UK, USA and Australia.



Source: See full reference list on guide page at: <https://thenationalcollege.com/guides/wellbeing-fitness-apps>

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At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it's needed. This guide focuses on areas of major concern which we believe trustees and staff should be aware of. Please visit nationalonlinesafety.com for further guides, news and sign up for alerts.

What Schools Need to Know about THE ONLINE SAFETY ACT

The Online Safety Act was passed into law in October 2023, with the aim of establishing major new layers of protection for children when they're online. The government has pledged 'a zero-tolerance approach to protecting children from online harm', and the act certainly includes more powerful legislation which should help to safeguard young people in the digital world. Our guide summarises the key points for schools...

WHAT THE ACT WILL DO

HARMFUL CONTENT

Social media sites must now remove illegal content such as bullying or harassing comments, pornography, and content that supports extremist causes or encourages or depicts violence, suicide, self-harm or eating disorders. If they fail to do so they can be fined up to 25% of their global turnover when their executives may even face jail time.

ANIMAL CRUELTY

Content featuring cruelty to animals is now prohibited, even if originates from abroad (where the law may be different). Even if it is the platform's responsibility to remove this.

MORE TRANSPARENCY

Sites must be transparent about the banners that protect children using them could encounter - by publishing risk assessments for their platforms, for instance.

HOSTING MISLEADING ADVERTS

Spams and fraudulent adverts must be blocked or removed, or the hosting companies are liable to be fined.

NON-CONSENSUAL SHARING

It's now easier to report online observers or people who share intimate images without consent, with a new emphasis on the credibility of allegations that have been shared. The new laws also relate to any individuals who share images or share such images. This should help to protect victims and give in particular online.

REPORTING AND FILTERING

Sites should have easy reporting mechanisms for children or their parents and carers to flag up problem content. They must also provide options to filter out unwanted content.

AGE-RESTRICTED MATERIAL

Sites must prevent children from accessing age-inappropriate content. This includes enforcing age limits and implementing robust age verification.

What this means for you

The act has some specific implications for schools. It's essential that leaders understand the new legislation's scope and limitations. The act is certainly a positive step, but as artificial intelligence and other advances in tech continue to produce new challenges, schools will still need to remain extremely vigilant.

KNOW WHERE TO GET HELP

Look out for the Code of Conduct that Ofcom is creating in response to the Online Safety Act. Note that the new legislation doesn't mean an instant change most of its elements will only come into force at the end of 2023. An Ofcom consultation on 'preventing people from being harmed online' will be running until February 2024.

REMEMBER THE ESSENTIALS

Rememberful of your organisation's own online activities - the legal duty for schools to maintain appropriate software monitoring and filtering, for example, will not change.

WATCH FOR FUTURE DEVELOPMENTS

There are some issues on which the legislation remains less clear for now whether it's possible for Ofcom to soon encrypted private messages (such as on WhatsApp) has yet to be resolved, for instance. Making this all areas where, for the moment, young people have less legal protection.

UNDERSTAND AND EXPLAIN

Staff should learn how to raise concerns with tech companies whose platforms contain any form of unwanted or unhelpful content. Students also need to be more aware of the newly strengthened laws relating to cyber-bullying, sexting or posting inappropriate content. Young people do make mistakes online - so the clearer their understanding of the possible consequences, the better.

ENGAGE WITH PARENTS

Schools should also explain to parents and carers the new possibilities that the Online Safety Act offers them in terms of protecting their children. Many parents may have previously felt that there was little they could do about changing online platforms' content; they now have a far greater level of support when complaining about a company or the behaviour of an individual.

Meet Our Expert

Luke Andrews is Senior Deputy Headteacher and Director of Safeguarding at the 11th Formers at a primary school in the north west of England. He has written for the 11th Formers and other journals on school leadership, parental engagement and safeguarding. In 2022, he was named Regional Parent of the Year at the National Awards for Parental Care in Manchester.



National Online Safety
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What Parents & Educators Need to Know about ONLINE RELATIONSHIPS & DATING APPS

Dating apps are used to help people find new relationships – whether casual or more long term – matching users based on age, interests, gender and more. Some may consider dating apps harmless to under-18s because they aren't able to use them, but effective age verification measures are quite scarce, and it's been known for young people to end up on apps of this type.

WHAT ARE THE RISKS?

EASE OF ACCESS
The relatively lax age verification process of many dating apps makes them incredibly accessible to children who may not be ready to use them. This creates the obvious risk of exposure to content that is either more explicit or sexual in nature than they are ready for. This is concerning because the design of these apps is often based on a common goal: to get as many users as possible. This means that many people using these apps are not verified as being over 18.

UNVERIFIED ACCOUNTS
As with all online interactions, you may not be talking to whom you think you are. Without proper verification, users of dating apps can often only view a certain number of profiles at a time. As this number has increased and users are able to view more profiles, it's become more difficult to verify the user's real identity. Unfortunately, this can lead to meetings with someone who is not who they say they are.

CONTACT AND CONDUCT RISKS
Once someone is active on a dating app, their social media profiles can be linked to the app. This means that anyone who is able to access the app can also access the user's social media profiles. This can lead to unwanted contact or harassment. It's also possible for someone to use the app to contact a young person's friends with pictures, messages and social comments.

SCAMS AND SEXUAL EXPLOITATION
Some young people may feel that they've formed a relationship with someone through online dating, but there's always a risk that it's not genuine. Scammers on these apps often build relationships with their victims. If they can't meet face-to-face, they may start asking for money under false pretences (such as requesting travel money to go on a trip or requesting a loan to cover a train ticket).

PEER PRESSURE
The pressure to talk in a relationship can be huge and many young people use online dating apps as a way to meet people. Some users find it difficult to meet people organically due to their shyness and may end up using the app to find someone to talk to. It's also common for young people to use the app to find a friend in the hope of finding a friend for someone they know.

SKewed PERSPECTIVES
Dating apps can promote unrealistic views of what it's like to be in a relationship. With such vast options, some users can become frustrated and start to feel that they don't have any options. Unfortunately, all you see on these apps are photos, profiles and a few lines of text. Some people may not be who they seem to be. Even when someone does start dating, there's a potential for someone to use the app to get someone else to pay for a potentially better match.

Advice for Parents & Educators

TALK ABOUT DATING APPS
Let young people know that they can talk to you about anything, even something as sensitive as online dating. An online relationship is a relationship, and it's important to talk about it. Encourage them to talk to you if they're unsure about anything. Encourage them to talk to you if they're unsure about anything.

ENCOURAGE DATA PROTECTION
Empower young people to protect their data and personal information. Explain why protecting their data is important. Encourage them to use strong passwords and to not share their personal details. Encourage them to use strong passwords and to not share their personal details.

REPORT AND BLOCK
Remind young people that they can always report or block. Encourage them to report or block anyone who makes them feel uncomfortable on any platform. Ask if they know how to do this and offer to help them figure it out. If they're unsure, every app should have advice on how to report or block another user, so be sure young people are familiar with the settings.

VERIFICATION STAMPS
Explain that someone using a dating app should only communicate with those who have gone through a verification process. Online dating apps use a variety of methods to verify a user's identity, including scanning users' documents (such as a driver's license or passport). Verification can also involve users taking a selfie to ensure that the photos on their profiles match it.

Meet Our Expert
Rebecca Jennings works at NSIC ([www.northernonline.org.uk](#)) in the field of education, sex and health education, providing education, age-appropriate workshops for pupils around the more sensitive areas of the curriculum – including online safety and healthy relationships.

WakeUp Wednesday
The National College

Source: [https://www.thenationalcollege.com/guides/online-relationships-dating-apps](#)

[@wake_up_weds](#) [/www.thenationalcollege](#) [@wake.up.wednesday](#) [@wake.up.weds](#)

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 10.02.2023

We Are All Unique

As part of children's Mental Health Week, we have explored the meaning of unique and discovered some fascinating hidden talents amongst our staff and children.

Did you know we have...

- **3 beekeepers**
- **2 dairy farmers**
- **A life saver**
- **An artist**
- **And a trombone player?**

Both children and staff were eager to share their talents, and we discussed ways to celebrate them. As a result, we are creating a special display showcasing our unique gifts, talents, and hobbies—and we'd love your help!

If you have a photo of your child or family doing something unique, please email it to the school office with the subject line **'We Are All Unique'**. Be sure to include a brief explanation to accompany your picture.

We are excited to celebrate everything that makes us special, no matter how big or small, please share your uniqueness with us!



1 - Bow has danced since the age of 3 on stage in front of thousands every year in carnival concerts



2 - Margot is a beekeeper



3 - Freddie is a builder. This is the first chair he built unaided at 3.5 years old.



4 - Lyra loves her ballet classes

Fundraising

We have recently had some wonderful donations from companies. I'm sure you can all agree this will help make a wonderful difference to our children.

Firstly WPA foundation granted us £1800 to purchase 3 new basketball hoops. Wickes donated 800kg of sand so we could make them safe for the children to use and Super H kindly helped to deliver.



Secondly, Concept and Western Fuel granted us new HiVis jackets for all of our pupils.





Thirdly Little Lives UK granted us 15 reconditioned iPads. This means we now 30 iPads for the children to use during IT lessons.



TLE

After School Clubs

Monday	Tuesday	Wednesday	Thursday	Friday
Netball	Science	Board Games	Arts and Crafts	Hockey



Spring 2 Term



After School Clubs

Monday	Tuesday	Wednesday	Thursday	Friday
Rounders	Science	Tennis	Arts and crafts	Lego



**Summer 1 Term
(22nd April to 23rd May)**



After School Clubs

Monday	Tuesday	Wednesday	Thursday	Friday
Rounders	Athletics	Science	Board games	Arts and crafts



Summer 2 Term
(2nd June to 23rd July)



Half Term Adventures

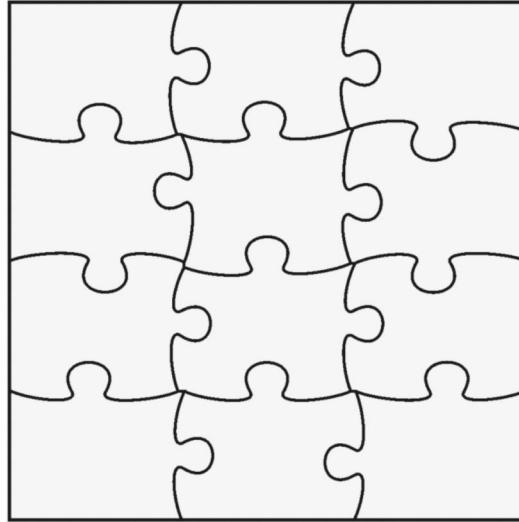


Below are lots of local activities that are happening throughout the Half Term and beyond

Design your own jigsaw puzzle!

Closing Date: Saturday 1st March 2025

*"A picture or a pattern, what will it be?
Fill in the jigsaw so we can all see!"*



Name:
Age:
Email/Phone number:

5 - Bridgwater Library have some fantastic free activities for children during this coming half term

Drop-in RSPCA Workshop & Craft – Tuesday 18th February 10am – 12pm

Alex from the RSPCA will be joining us once again to deliver another fantastic workshop & craft session this half term. These sessions are free drop-in activities, so there's no booking required and people are welcome to come along and join in at any point between 10am and 12pm!

'House of Games' Treasure Hunt – Saturday 15th – Saturday 22nd February

For our February half term treasure hunt, come and see what games are hidden behind the doors and windows of our specially created House of Games! Children will receive a sticker for completing the treasure hunt.

Design a Jigsaw Puzzle Colouring Competition – Saturday 15th February – Saturday 1st March

Our colouring competition this February is to design a jigsaw puzzle. Children could choose to colour in a pattern or draw a picture. Entry sheets can be collected from our enquiry desk, printed from our Facebook page, or I have attached a copy to this email. Entries can either be handed back in to us at the library or can be sent as a photo to brwlib@somerset.gov.uk or via Facebook message to Somerset Libraries Bridgwater. Competition closes Saturday 1st March.

In addition to this, we will also have a fantastic new photo booth as well as an array of different games throughout the half term.



Neon Graffiti & Glo Underwater Creatures

17 - 19 February | 10am - 4pm

The Engine Room | Free

Using neon pens and chalk, create a mural on our café studio windows and transform The Engine Room into a giant fish tank that will be illuminated after dark. Along with creating neon fish, jellyfish, micro-organisms and more.

Plus shape the live projection in our cafe by tagging our doodle jam and create glow in the dark designs.

somersefilm.com/whats-on



FREE BRIDGWATER HALF TERM ACTIVITIES

COLOUR AT THE ENGINE ROOM (16A-18L)

Fun, free, neon activities to light-up grey February days.
Monday 17th, Wednesday 19th, 10am - 4pm
 Neon Graffiti - come and tag our doodle jam and create glow in the dark designs. Plus shape the live projection in our cafe.
 Glo Underwater - Create fish, jellyfish, micro-organisms and more. Using neon pens and chalk, we will create a mural on our café studio windows and transform The Engine Room into a giant fish tank that will be illuminated after dark. We will also shape the impact that plastics have in our oceans and waterways.
 All materials provided. Children aged under 10 should be accompanied by an adult.

ECO SCULPTURE WORKSHOPS AT SEED CREATIVE POPUP SHOP (16A-18L)

Get hands-on with recycled wire, tacks, beads, and natural materials as you transform them into imaginative creature sculptures accompanied by a live exhibition. The workshop is the last Thursday of the month.
Monday 17th, Wednesday 19th, 10am - 4pm
 All materials provided. Children aged under 10 should be accompanied by an adult.

FREE PLAY IN A DAY (16A-18L)

Do you love acting, singing and dancing? Then join us at Somersea Town. There is no need to book in advance. The workshop is the last Thursday of the month.
Monday 17th, Wednesday 19th, 10am - 4pm
 All materials provided. Children aged under 10 should be accompanied by an adult.

RUN AND GAMES AT THE LIBRARY (16A-18L)

Get ready for a sleep at Bridgewater Library this February half-term! Enjoy the games, a ready photo booth, treasure hunt, and colouring competition through the week. Don't miss Mr. Bart's amazing circus show on **Thursday 20th February**. Book your seats by emailing the library or popping in!
 Children and families welcome - Children must be accompanied by an adult.
Date/Time:
Mon 17th - Fri 21st Feb / Free photo booth, colouring competition and treasure hunt, board games and other for activities, such as Lego, just drop in.
Thursday 20th February: Mr Bart's Amazing Circus Show
Mr Bart's Session 1: 11am till 11.45am
Mr Bart's Session 2: 12pm till 12.45pm
 To book a place on either the morning or afternoon slot drop in by emailing the library direct or 01863 771601 or by popping in the times and booking to a member of staff.

SOMERSEA YOUTH THEATRE PLAY IN A DAY (16A-18L)

Do you love acting, singing and dancing? Then join us at Somersea Town. There is no need to book in advance. The workshop is the last Thursday of the month.
Monday 17th, Wednesday 19th, 10am - 4pm
 All materials provided. Children aged under 10 should be accompanied by an adult.

Book a FREE Ticket

PUSE PERFORMANCE, FAIRYHOLD CIRCUS AND ELISON DANCE CIRCUS (16A-18L)

The community circus, come to Bridgewater Town Hall with shows, workshops including juggling, singing, aerial acrobatics and circus arts. Designed for programs and all skill levels.
Age: 7+ & 8+
Date: Thursday 20th February
Venue: Bridgewater Town Hall
Circus Session 1 - 10.30am to 12.30pm
Circus Workshop are FREE. Drop in on the day. Please arrive at the start of each session to watch the show then take part and join in.
 Contact: events@puseperformance.co.uk
 T: 07866 771601

PUSE ARTS - CREATE AND MAKE (16A-18L)

Families can join in create, make and take home circus style equipment including: bean bags to make a spinning top, juggling balls and circus card accessories suitable for all ages.
 This is a warm space with tea, coffee, squash and snacks available for families in the Charter Hall, Bridgewater Town Hall.
Times: 10.30am to 2.30pm
Date: Thursday 20th February
 All ages welcome children must be accompanied by an adult.
 Contact: events@puseperformance.co.uk
 T: 07866 771601

BRICK AND TILE MURALS (16A-18L)

Drop in at the Somersea Brick and Tile Museum in Bridgewater on Thursday 20 February for a "1hr" day. Come and play a range of folk-based games, then create your own Mosaic piece out of hand-drawn tiles. Replace the traditional old floor with a hand-drawn mosaic or a graffiti. Once dry you can combine the evening at home by painting your creation.
Free entry: Open 10.00am - 4.00pm.

BRIDGY GALLERY (16A-18L)

BRIDGY GALLERY (16A-18L)
HEALTHY BRIDGING IN COLOUR
 A colourful and exciting for all ages. Aerial and activity for small groups to have fun playing with colour and produce their own prints. Shows, drawing, cutting out and engaging creative processes with demonstrations also examples of what's possible.
 Please email your seat:
 Contact: www.bridgycastle.co.uk/gallery
 T: 01706 30232

SOMERSET MUSIC SERVICE

There will also be a two day music making programme during February half term including live writing and creating a track, for further information contact centre at Bridgewater Council on 01511 875262.



These events are free and organised by the Bridgewater Cultural Partnership.



Family Holiday Activities

at Wells Cathedral

Medieval Masterpieces

17, 18, and 19 February 2025

Discover highlights of Wells Cathedral and make souvenirs to take home!

Monday 17: Wonderful Windows Take inspiration from the beautiful Cathedral windows to make your own artwork.

Tuesday 18: Cosmic Clock Experience the wonders of Wells Cathedral's Astronomical Clock and make a souvenir of your visit.

Wednesday 19: Clay Creations Explore the Cathedral carvings in wood and stone, then make a clay boss to take home.

FREE with adult entry.
No need to book – simply drop in on the day!

Sessions in the Education Room / Wells Cathedral
10.30am–3.30pm

There is no charge for children. Standard adult admission tickets include re-entry for 12 months from date of purchase, so you can enjoy access to a number of seasonal events, including exhibitions and Family Holiday Activities beyond your initial visit. Only assistance dogs are allowed at this activity.

EXPLORE • CREATE • DISCOVER

Wells Cathedral Registered Charity Number: 1007269

Sports

Burnbridge Wanderers are on the lookout for new players to further grown their age groups. If anyone is interested in joining please contact Ross on ross.james160381@gmail.com or 07741038744

BURNBRIDGE WANDERERS JFC



**PLAYERS
WANTED**



MULTI TEAMS

COACHED BY LIAM CHICK, HENRY WILLIAMS &
KATIE BENNETT

ALL U6-U8

SUNDAYS

10AM - 11AM

THE KING ALFRED SCHOOL FIELDS
BURNHAM RD, HIGHBRIDGE TA9 3EE

PLAYERS

BOYS & GIRLS

AGE 5 - 7 - YEAR 1-3 (SEPT 2024)

WELCOME

ANY ABILITY



STARTING ASAP



07741 038744

WWW.BURNBRIDGEWANDERERSJFC.CO.UK



BURNBRIDGE WANDERERS JFC

PLAYERS WANTED

U9S & U10S

COACHED BY DARREL CONIBEER, ALFIE LISMORE-POPE & SHAUN KEEN

ALL YEAR

4 OR 5

PLAYERS WELCOME

FRIDAY TRAINING

SATURDAY MATCHES

6.00PM - 7.00PM
THE KING ALFRED SCHOOL ASTRO
BURNHAM RD, HIGHBRIDGE TA9 3EE

PLAYERS

AGE 8-9 - U9/U10 - YEAR 4/5 (SEPT 2024)

JUST DROP IN TO A SCHEDULED SESSION AS SHOWN ON OUR PAGE STARTING ASAP

07568 540022

WWW.BURNBRIDGEWANDERERSJFC.CO.UK

Contact Us

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Catcott

TA7 9HD

01278 722527

office@catcottprimary.co.uk

www.catcottprimary.co.uk

[Catcott Primary School \(@catcottprimary\)](#) • Instagram photos and videos

<https://www.facebook.com/profile.php?id=61557036028853>



6 - Please remember to keep the office updated with any changes to phone numbers or email addresses. It's important for us to have the most current information on your child's records.